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PROMOTION AND PROTECTION OF HUMAN RIGHTS: INFORMATION AND EDUCATION

Implementation of the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004)

Report of the Secretary-General

CONTENTS

	Paragraphs	Page
IMPLEMENTATION OF THE PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION	1 - 2	2
A. Components two and three: Strengthening international and regional programmes and capacities for human rights education	3 - 20	2
B. Components four and five: Strengthening national and local programmes and capacities for human rights education	21 - 23	5
C. Component six: Coordinated development of materials for human rights education	24 - 27	9
D. Component eight: Global dissemination of the Universal Declaration of Human Rights . . .	28 - 29	10
Annex		
Language versions of the Universal Declaration of Human Rights being made available by the Office of the United Nations High Commissioner for Human Rights, as of December 1998		11

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IMPLEMENTATION OF THE PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION 1/

1. The present document supplements the report on the United Nations Decade for Human Rights Education and public information activities in the field of human rights submitted by the Secretary-General to the General Assembly (A/53/313 of 27 August 1998) by providing relevant new information on activities carried out or reported between September and mid-December 1998.

2. As in the corresponding section of the report of the Secretary-General to the General Assembly, the present report follows the structure of the Plan of Action, illustrating the advances in the implementation of each component of the Plan. Only the components for which some progress took place in the above-mentioned period are dealt with.

A. Components two and three: Strengthening international and regional programmes and capacities for human rights education

3. The Office of the High Commissioner for Human Rights and several international and regional Decade partners, alone and in cooperation with the Office, have undertaken human rights education activities in the period under review. Owing to constraints of space, the present section does not refer to educational activities carried out specifically as a contribution to the fiftieth anniversary of the Universal Declaration of Human Rights (such as commemorative panels, conferences and other special events); that information can be retrieved from the section of the Office's Website dedicated to the fiftieth anniversary.

1. Office of the High Commissioner for Human Rights

4. The Office of the High Commissioner for Human Rights has continued to disseminate information on the Decade and on human rights education by answering related inquiries, on a daily basis, from interested representatives of Governments, intergovernmental, non-governmental organizations, and other organizations and from academics, students and other individuals. In addition, the Office has continued to take an active part in related activities (such as the International Conference on Human Rights Education in the Asia-Pacific Region, Osaka, November 1998, and the Regional Conference on Human Rights Education in Africa, Dakar, December 1998), special events and other initiatives such as those highlighted in the report of the Secretary-General to the Commission on Human Rights on public information activities in the field of human rights (E/CN.4/1999/86).

5. As indicated in the aforementioned report to the General Assembly (A/53/313), the ACT (Assisting Communities Together) Project was launched in 1998 to assist organizations and individuals at the local level in carrying out activities aimed at strengthening the promotion and protection of human

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1/ See Commission on Human Rights resolution 1998/45, resolution 1998/11 of the Sub-Commission on Prevention of Discrimination and Protection of Minorities, and General Assembly resolution 53/153.

rights in local communities. During the last week of September 1998, the ACT Project selection committee, made up of OHCHR, UNDP, UNOPS and representatives of civil society, selected the first ACT Project grant recipients. Sixty-nine individual grants totalling approximately US$ 130,000 were awarded to human rights initiatives in 24 countries. UNDP Resident Representatives, field offices of the Office of the High Commissioner and UNOPS have cooperated in the transfer of grant awards to recipients. The majority of grant recipient initiatives will be completed by the end of 1998 and a global report on the implementation of the pilot phase of the ACT Project will be prepared by the Office of the High Commissioner in the first quarter of 1999. Thanks to voluntary contributions, a second round of ACT Project grants will be awarded in early 1999.

6. The Office has also continued its technical cooperation activities to strengthen national capacities in the field of human rights, including human rights education and public information. Details of activities at the national, regional and global levels are provided in the relevant report of the Secretary-General to the Commission on Human Rights (E/CN.4/1999/99).

2. Non-governmental organizations

7. The Office of the High Commissioner for Human Rights has continued to support actively the establishment of human rights education programmes by non-governmental organizations through broad dissemination of the material published by the Office (see below, component six). In addition to the information already provided in the above-mentioned report to the General Assembly (A/53/313), international non-governmental organizations in consultative status with the Economic and Social Council have informed the Office of their contribution to the implementation of the Plan of Action for the Decade as set out below.

8. Amnesty International has forwarded to the Office its new publication Siniko - Towards a Human Rights Culture in Africa, a practical manual for teachers and educators in Africa who work with young people in both formal and non-formal educational environments.

9. The Anti-Racism Information Service (ARIS) has been disseminating the text of the Convention on the Elimination of All Forms of Racial Discrimination, as well as informing non-governmental organizations (NGOs) and the public at large of anti-racism actions undertaken by the United Nations. ARIS has further facilitated the work of NGOs by assisting them in the formulation and submission of documents to United Nations bodies, by providing them with information during the sessions of the Committee on the Elimination of Racial Discrimination and by organizing briefing sessions between NGOs and the Committee members. ARIS has also been training interns on the purposes of the Convention and the Committee.

10. The Association Mondiale pour l'Ecole Instrument de Paix (EIP) has focused its human rights education work on the following areas: (a) training of trainers and educators; (b) research in the pedagogical field; (c) publication of a bulletin and a thematic series; (d) establishment of an

international network of teachers interested and active in this field; and (e) participation in related United Nations meetings, and other conferences and seminars.

11. The Asian Institute of Human Rights Education has organized several conferences to promote awareness of human rights since 1995, the year in which the Institute was founded as a contribution to the Decade; up to now, more than 20,000 participants have attended those gatherings, organized in collaboration with governmental and non-governmental agencies.

12. The Brahma Kumaris World Spiritual University has undertaken several projects, including: "Igniting the spirit of human dignity", to promote the values enshrined in the Universal Declaration of Human Rights; "Young women of wisdom", a programme designed by young women for young women to celebrate the girl child; and "Living values: an educational program", supported by UNESCO and UNICEF, whose purpose is to provide guiding principles and tools for the development of persons while recognizing the various spiritual dimensions of individuals. The organization publishes training tools and public information material.

13. The Education Centre for Women in Democracy informed the Office that it played an active monitoring role in the 1997 elections in Kenya. Its participation during this period led to a pilot project entitled "Integrated civic education on gender and human rights", under which human rights monitors were trained as paralegals on the Kenyan legal system, particularly as it relates to women. These paralegals have been promoting and disseminating information concerning human rights and human rights education. In addition, collaboration with Amnesty International and other organizations is being established in order to promote a Human Rights Manifesto for Kenya.

14. Enfant du Monde - Droits de l'Homme reported on its activities in the area of education on the rights of the child, including activities for children in and out of school, training of teachers, maintenance of a documentation centre and an Internet site, legal assistance, organization of conferences and seminars on related issues and publication of pedagogical material.

15. The International Council of Prison and Medical Services, which provides a forum for the exchange of knowledge and skills for those involved with the health care of prisoners, has organized a conference and undertaken a review of the health of prisoners in the Baltic countries; in addition, it is developing training programmes and materials for prison health-care staff in Eastern Europe, emphasizing United Nations standards concerning the treatment of prisoners.

16. The International Federation of Journalists is significantly involved in educational activities for the media sector, including the development of professional codes of conduct (such as the Guidelines for Journalists on Reporting on Children and Child Rights and the International Code of Practice for the Safe Conduct of Journalism) and the dissemination of information concerning human rights violations, in particular against journalists. In addition, the Federation organizes training seminars for this professional group on human rights reporting and on related issues in several parts of the

world; it has established a prize for journalists who have made an outstanding contribution to multicultural understanding, and is closely working with OHCHR in the preparation of a human rights training package for journalists.

17. The International Organization for the Elimination of All Forms of Racial Discrimination has written to all Ministries of Education to encourage them to include human rights education in the school curricula. The Open Society Institute has published an annotated human rights education bibliography.

18. Soroptimist International has conducted human rights training programmes worldwide focusing especially on the empowerment of women and children and the problem of domestic violence. Furthermore, they have developed specific national programmes in selected countries, in partnership with the authorities, such as the training of human rights officers in Philippine villages and the establishment of a telephone counselling line for abused children in Zimbabwe.

19. United Schools International has held an All-India Teachers Seminar and has promoted human rights awareness through the publication of a guidebook and memorabilia on the Universal Declaration of Human Rights. The Women's World Summit Foundation, devoted to women's empowerment, organized the World Rural Women's Day Campaign (15 October) in cooperation with the International Federation of Agricultural Producers. In December, the Foundation organized the 10-day series of round tables entitled "Human dignity for all, a call for transformation".

20. Finally, various organizations (such as the International Movement for Fraternal Union among Races and Peoples, United Schools International, the Women's World Summit Foundation, the World Association of Girl Guides and Girl Scouts and the World Young Women's Christian Association) included information on human rights education and on the Universal Declaration in their magazines and/or Websites.

B. Components four and five: Strengthening national and local programmes and capacities for human rights education

21. At the national level, the Plan of Action for the United Nations Decade for Human Rights Education provides for the establishment, upon the initiative of Governments or other relevant institutions, of a national committee for human rights education, which should include a broad coalition of governmental and non-governmental actors and should be responsible for developing and implementing a comprehensive (in terms of outreach), effective (in terms of educational strategies) and sustainable (over the long term) national plan of action for human rights education, with the support of regional and international organizations. The call for the establishment of such plans has been reiterated both by the General Assembly and the Commission on Human Rights.

22. In order to assist Member States in this undertaking, the Office of the High Commissioner has developed Guidelines for National Plans of Action for Human Rights Education (A/52/469/Add.1 and Add.1/Corr.1). A letter signed

by the High Commissioner for Human Rights and the Director-General of UNESCO, forwarding the Guidelines, was sent to all Heads of Government in September 1998 and is being copied to all relevant national partners.

23. A number of Governments, such as those of Algeria, Argentina, Austria, Chad, Chile, Croatia, Cyprus, Denmark, France, Germany, Ghana, the Holy See, India, Italy, Japan, Malta, Morocco, Norway, the Philippines, the Republic of Korea, Romania, the Sudan, Switzerland, Tunisia, Ukraine and Uzbekistan, have reported related initiatives. Information on their activities has been provided in the previous reports of the High Commissioner and of the Secretary-General. The following new information has been forwarded to the Office in the period under review:

(a) Argentina. Recent activities have included: human rights training for administration of justice officials (police, security forces, judges, etc.), teachers and governmental officials; conclusion of cooperation agreements with private and public universities and organization of joint initiatives; development of education plans at the provincial level; special events, such as school competitions, conferences and sports games; and public dissemination, also through a television and radio campaign, of the Universal Declaration.

(b) Canada. Canada has prepared and made available to the public a thematic and country-by-country human rights report based on United Nations sources, entitled For the Record 1997.

(c) Croatia. As already reported, the Government of the Republic of Croatia established, in 1996, a National Committee for Human Rights Education, consisting of 17 experts. The Committee has established a National Programme of Human Rights Education within the formal education system, based on national and international human rights instruments and focusing on extra-curricular activities and on integration with programmes carried out in the framework of cooperation with international organizations (UNICEF, UNESCO). The Croatian programme was elaborated on the basis of a survey of other countries' programmes conducted by a group of pedagogical science experts from the University of Zagreb.

(d) Cuba. The Government of Cuba has focused on the goal of making education accessible to all Cubans. In the school year starting in September 1998, a new school regulation - which will be open to discussion by students and will stimulate a debate on their rights and duties - will enter into force.

(e) Czech Republic. The Ministry of Education has provided information concerning human rights education in schools; it affirmed that primary and secondary school curricula cover international human rights standards, and specific policy and materials have been elaborated in consultation with NGOs active in the field of the rights of the child. The Ministry also formulated the State Policy in Respect of the Young Generation which covers, inter alia, human rights education and calls for cooperation between the Government and NGOs in this area; this policy paper represents the Czech national programme to meet the goals set by the 1990 World Summit for Children.

(f) Denmark. As previously reported, The Danish Ministry of Education, together with the Danish Centre for Human Rights, has developed a programme for human rights education for schools and youth. Two courses for teachers were held in the Spring 1997 with the participation of representatives from teaching aid centres, county resource centres, teacher training colleges, the Royal Danish School of Educational Studies, the Danish Red Cross, the Danish Refugees Council, Amnesty International, DanChurchAid and a number of experts. As a resource tool for those courses, a bibliography of human rights education materials (including textbooks and magazines, audiovisual materials and databases) was compiled.

(g) Fiji. The Government reported that the new Constitution (July 1998) provides for the establishment of a human rights commission, among whose tasks will be to promote human rights education.

(h) Ireland. The Government provided information about two initiatives within the Department of Foreign Affairs, in consultation with NGOs, towards the elaboration of a national plan of action. In addition, it mentioned the work of the National Committee for Development Education (NCDE) which is composed of representatives from a broad range of groups involved in development education, including the former education sector; women's and community groups; and NGOs. NCDE provides grant support for activities, including human rights education projects, undertaken by these groups. It is also involved in the integration of human rights in the school curricula.

(i) Mexico. At the initiative of the National Human Rights Commission, and in cooperation with various governmental agencies, in 1997-1998 a broad series of activities were undertaken, including: (a) training courses for public officials (immigration officers, police, security forces, prison officials, armed forces, health personnel, etc.); (b) courses on the rights of particularly vulnerable groups, in cooperation with those groups (women, indigenous peoples, children, migrants, prisoners, persons with disabilities and with HIV/AIDS, etc); (c) within the formal education system (including higher education and vocational training institutes), integration of human rights in the curricula, training of trainers, conferences and other activities; and (d) a public information campaign (including the development of the Documentation Centre of the National Commission, television and radio programmes, the development of the Commission Website, national awards and various publications).

(j) The Netherlands. While the Government is discussing the possible establishment of a national platform for human rights education, various related activities are currently being undertaken: concerning the school system, teaching materials are prepared mainly by NGOs on their initiative or in cooperation with the authorities, while the level of teaching human rights in the classroom is often left to the teacher's discretion; at the university level, as a result of the collaboration of several law faculties, the School of Human Rights Research was established; human rights training for public officials, police and the military is institutionalized; and public information campaigns are organized on relevant issues (for example, refugees and immigrants).

(k) Nigeria. The Government reported on the existence of a National Human Rights Commission which is mandated to promote human rights education.

(l) Peru. The National Council for Human Rights reported on initiatives undertaken (a) within the school system (in particular, the scope and content of the New Curricular Proposal for secondary schools), (b) by the Ministry of Justice (events targeted at administration of justice officials, such as judges and lawyers, but also at teachers and students; preparation of publications), and (c) by the Ministry of Defence and the Interior (respectively, training courses for armed forces and police, and the elaboration of related materials; and the development of specific joint programmes with NGOs, UNICEF and the Ministry of Education for the training o governmental officials on the rights of the child).

(m) Sweden. In January 1998, the Ministry of Education appointed a committee to survey human rights education at the national level and to make recommendations for improvements. Meanwhile, human rights are taught in schools at all levels, and related materials (including free access to the Internet) are made available. At the university level, several law faculties have compulsory courses in human rights (at Lund University the Raoul Wallenberg Institute of Human Rights and Humanitarian Law is active). Specific public information campaigns against racism and xenophobia and on th Holocaust have been launched recently. Various human rights publications are widely disseminated, such as a bibliography of human rights literature published in Sweden over the past 50 years, as a joint project by the Ministr of Education in cooperation with various NGOs, and training material for teachers developed by a broad NGO coalition.

(n) Turkey. In May 1998, the Human Rights Coordinating High Committe adopted the "Regulation on the establishment of the National Committee for the Decade for Human Rights Education" and established a national advisory committee for the Decade, consisting of representatives of the Prime Minister's Office and the Ministries of Justice, the Interior, Foreign Affairs, National Education, Health, and Culture, as well as four representatives of relevant voluntary institutions and academics with experience in this field. The Committee, functioning under the supervision o the Ministry of State in charge of Human Rights has adopted a related Nationa Programme. Professional groups such as security force, military and law enforcement personnel are given compulsory human rights training. The Ministry of State in charge of Human Rights has signed a protocol with the Turkish Radio and Television Corporation to promote human rights awareness in Turkey through the media.

(o) Venezuela. Human rights education is being introduced as an integral part of the national human rights plan, developed as a joint effort of governmental authorities, non-governmental organizations and the National Commission of Human Rights. Workshops and regional meetings of teachers are organized by the Ministry of Education in cooperation with various NGOs, such as Amnesty International/Venezuela, the Red de Apoyo para la Justicia y la Pa and the Programa Venezolano de Educación-Acción en Derechos Humanos (PROVEA). Relevant materials (such as the Valija Didactica: Educando en Valores developed by Amnesty International/Venezuela) are disseminated in all schools An International Seminar on Human Rights, in which representatives of

different sectors and NGOs involved in educational activities participated, was organized in July 1998. Lastly, the Ministry of Education informed OHCHR that various school programmes, activities and educational materials on the rights of the child have been developed in cooperation with UNICEF and the Centros Comunitarios de Aprendizaje (CECODAP).

C. Component six: Coordinated development of materials for human rights education

24. The Office of the High Commissioner for Human Rights has continued the production of human rights publications and material and their dissemination among governmental and non-governmental organizations. Detailed information on the material available, including a full list of publications, is annexed to the report of the Secretary-General on public information activities in the field of human rights (E/CN.4/1999/86).

25. The following publications, prepared in the framework of the Decade, are currently being printed:

(a) The Decade for Human Rights Education (1995-2004), a booklet compiled from the texts of the international Plan of Action for the Decade and of the Guidelines for national plans of action for human rights education;

(b) "Human rights education and human rights treaties", a study including (i) a compilation of human rights education provisions in the main human rights treaties and in other documents (general comments, etc.) adopted by treaty bodies; (ii) an assessment of the information - collected during a sample period - relating to human rights education contained in State party reports to the treaty bodies and the corresponding concluding observations and recommendations of the treaty bodies; (iii) suggestions for action on the part of the treaty bodies in the light of the information gathered, as a further contribution to the Decade;

(c) The Right to Human Rights Education, a compilation of the full texts of or excerpts from international and regional instruments pertaining to human rights education;

(d) Human Rights Trainers' Guide, a methodological approach to the human rights training of professional groups;

(e) Human Rights Education - Lessons for Life, the fourth OHCHR information kit, on the fiftieth anniversary of the Universal Declaration of Human Rights, a means for facilitating information-sharing among all interested partners.

26. Work has continued on the training packages to support training activities addressed to professional and other target groups (prison officers; primary and secondary school teachers; judges and lawyers; national and local non-governmental organizations; journalists; human rights monitors; parliamentarians). A handbook on conflict resolution is also being finalized.

27. Lastly, the Office of the High Commissioner for Human Rights has continued actively to collect materials for human rights education. Access this collection has been made available, upon request, to human rights educators who have visited the Office.

D. Component eight: Global dissemination of the Universal Declaration of Human Rights

28. On 10 December 1998, the Office of the High Commissioner for Human Rights launched its new Website section comprising more than 250 national a local language versions of the Universal Declaration of Human Rights (the l of language versions currently being made available by the Office is contai in the annex to the present report). This new section is available at the following address: http://www.unhchr.ch/udhr/index.htm .

29. This major project of the Office has been the result of a global cooperative effort on the part of many partners: (a) United Nations agencie programmes and other organs, including OHCHR field presences, the Department of Public Information of the United Nations (DPI) and its Information Centre and Services (UNIC and UNIS), United Nations Development Programme (UNDP) national offices, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and its regional offices and national commissions, and the International Telecommunication Union (ITU); (b) Governments and their Permanent Missions to the United Nations; (c) international, regional and local non-governmental organizations; (d) universities and linguistic institutes. The final phase of this project has been sponsored by the Government of the Republic of San Marino.

Annex

LANGUAGE VERSIONS OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS BEING MADE AVAILABLE BY THE OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER FOR HUMAN RIGHTS, AS OF DECEMBER 1998

Africa

Adja
Afrikaans
Akuapem Twi
Amharic
Arabic (Alarabia)
Asante
Bambara
Baoulé/Baule
Batonu (Bariba)
Bemba
Béti
Dagaare
Dagbani
Dangme
Dendi
Ditammari
English
Ewe/Eve
Fante
Fon
French (Français)
Ga
Gonja
Guen (Mina)
Hausa/Haoussa
Igbo
Kabyè
Kaonde
Kasem
Kinyarwanda
Kituba
Kpelewo
Lingala
Lozi
Luganda/Ganda
Lunda/Chokwe-lunda
Luvale
Malagasy
Maninka
Mooré/More
Ndebele
Nigerian Pidgin English
Northern Sotho/Pedi/Sepedi
Nyanja/Chinyanja
Nzema
Oshiwambo (Ndonga)
Peuhl
Portuguese (Português)
Pulaar
Rukonzo (Konjo)
Rundi/Kirundi
Runyankore-rukiga/ Nkore-kiga
Seereer
Shona
Siswati
Somali
Southern Sotho/Sotho/Sesotho /Sutu/Sesutu
Sussu/Soussou/Sosso /Soso/Susu
Swahili/Kiswahili
Tamazight (Beraber)
Tonga
Wama
Western Sotho/Tswana/Setswana
Wolof
Xhosa
Yoruba (Yorùbá)
Zulu

Asia and the Pacific

Achehnese
Arabic (Alarabia)
Assamese
Balinese
Bengali
Bhojpuri
Bhutanese/Dzongkha
Bikol/Bicolano
Bugisnese
Burmese/Myanmar
Cebuano
Chamorro
Chinese (Mandarin)
English
Filipino (Tagalog)
French (Français)
Gujarati
Hiligaynon
Hindi
Iloko/Ilocano
Indonesian
Japanese (Nihongo)
Javanese
Kannada
Karen (Pwo)
Karen (S'gaw)
Kashmiri
Kazakh
Khmer
Korean (Hankuko)
Kyrgyz
Lao
Madurese
Magahi
Malay (Bahasa Melayu)
Malayalam
Maori
Marathi
Marshallese
Minangkabau
Mongolian (Khalkha)
Nepali
Oriya
Palauan
Pashto/Pakhto
Ponapean
Portuguese (Português)
Punjabi/Panjabi
Sanskrit
Sindhi
Sinhala
Spanish (Español)
Sundanese
Tahitian
Tamil
Tatar
Telugu
Thai
Tibetan
Trukese (Chuuk)
Turkmen

Urdu
Uzbek (Cyrillic)
Uzbek (Latin)
Vietnamese
Yapese

Central and South America
Achuar-Shiwiar
Aguaruna
Amahuaca
Amarakaeri
Amuesha-Yanesha
Arabela
Ashâninca
Asheninca
Aymara
Bora
Cakchiquel
Campa pajonalino
Candoshi-Shapra
Caquinte
Cashibo-Cacataibo
Cashinahua
Chayahuita
Garifuna (Garífuna)
Guarani
Haitian Creole (Kreyol)
Haitian Creole (popular)
Huitoto Murui
K'iche' (Quiché)
Mam
Matsés
Mayan (Yucateco)
Miskito (Mískito)
Nomatsiguenga
Paez
Pipil
Portuguese (Português)
Q'echi/Kekchi
Quechua
Quechua de Ambo-Pasco
Quechua de Ayacucho
Quechua de Cajamarca
Quechua de Cotahuasi (Arequipa)
Quechua de Huamalies (Huanuco)
Quechua de Margos (Sur de Dios de Mayo, Huanuco)
Quechua de Pomabamba (Ancash)
Quechua del Callejon de Huaylas
Quechua del Cusco
Quechua del Norte de Junin
Quichua
Sharanahua
Shipibo-Conibo
Spanish (Español)
Ticuna
Urarina
Wayuu
Yagua

Europe
Albanian (Shqip)
Armenian
Azeri/Azerbaijani (Cyrillic)
Azeri/Azerbaijani (Latin)
Basque (Euskara)
Bosnian (Cyrillic script) (Bosanski)
Bosnian (Latin script) (Bosanski)
Breton
Bulgarian (Balgarski)
Byelorussian
Catalan (Català)
Corsican
Croatian (Hrvatski)
Czech (Cesky)
Danish (Dansk)
Dutch (Nederlands)
English
Estonian (Eesti)
Even
Faroese
Finnish (Suomea)
French (Français)
Frisian
Galician (Galego)
Georgian
German (Deutsch)
Greek (Ellinika')
Greenlandic (Inuktikut)
Hungarian (Magyar)
Icelandic (Islensku)
Irish Gaelic (Gaeilge)
Italian (Itali
Latin (Latina
Latvian
Lithuanian (Lietuviska
Luxembourgish (Lëtzebuerg
Macedonian
Maltese
Norwegian (Bo
(Norsk, Bok
Norwegian (Ny
(Norsk, Nyn
Occitan Auver
Occitan Langu
Picard
Polish (Polsk
Portuguese (P
Rhaeto-Romanc
Romani/Roma
Romanian (Rom
Russian (Russ
Sami/Lappish
Sammarinese
Sardinian
Scottish Gael (Gàidhlig
Albanasch)
Serbian (Cyri (Srpski)
Serbian (Lati (Srpski)
Slovak (Slove
Slovenian (Slovensci
Sorbian
Spanish (Espa
Swedish (Sve
Turkish (Tür
Ukrainian (Ukrayins'
Vlach
Walloon/Wall
Welsh (Cymra
Yiddish
Yukagir

Internationa
Esperanto
Interlingua

Middle East
Arabic (Alarabia)
Balochi
Dari
English
Farsi/Persian
French (Français)
Hebrew (Ivrit)
Kurdish

North America
Chinanteco
English
French (Français)
Mazahua (Jñatrjo)
Mazateco
Mikmaq/Micmac
(Mi'kmaq)
Mixteco
Nahuatl
Otomí (Ñahñú)
Purhépecha
Spanish (Español)
Tojol-a'b'al
Totonaco
Tseltal
Tzotzil
Tének (Huasteco)
Zapoteco
Zapoteco, San Lucas
Quiaviní